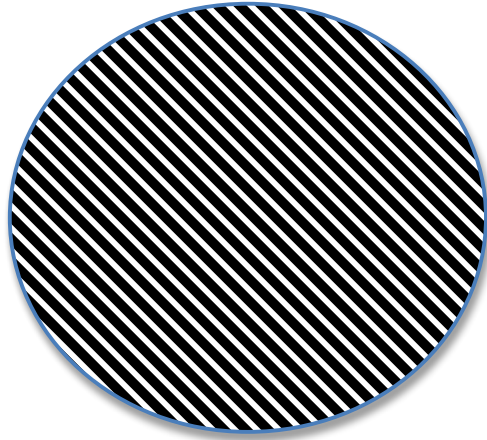


# **Sternberg**

## **Intermediate**

### **Examples**



## **TriMind...**

**Is a strategy that you can use to differentiate according to Sternberg's three intelligences:**

**Creative Intelligence  
Practical Intelligence  
Analytical Intelligence**

**The materials in this document will provide examples of TriMind tasks.**

**The idea behind TriMind is that you provide students with assignments, centered on the same learning goals, which are designed for their intelligence strengths. This way, students learn the material more efficiently and successfully.**

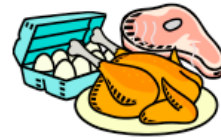
# **The Food Pyramid**

- Students will KNOW...
  - ...the structures of both the old and the revised food pyramids
  - ...examples of foods that are representative of each level of both pyramids
- Students will UNDERSTAND...
  - ...that the food pyramid represents our current understanding of the balance needed to best sustain human beings
  - ...that the levels of the pyramid exist in an interdependent relationship with each other; change to one level will result in change to at least one of the other levels
- Students will BE ABLE TO...
  - ...apply the theoretical pyramid to a practical diet plan
  - ...explain how the recent changes in the pyramid manifest themselves in the "ideal" diet.





## Sternberg on a Diet



- Analytical: Analyze the two pyramids to discover which change is the most significant as measured by the changes in caloric consumption at that level. Provide a breakdown of how you arrived at your decision, and illustrate your findings with examples of representative food items that illustrate the shift in the balance.
- Creative: Think of another way to proportionally illustrate the principles set forth by the food pyramid. Illustrate an "old" and "new" version of your metaphor, making sure to adhere to the proportions set forth by each version of the pyramid. For each metaphor version, include representative examples of food choices.
- Practical: Using the old version of the pyramid, devise the ideal diet for a 17 year old girl of a certain height; then, revise this diet to reflect the principles set forth by the new pyramid. Provide notes you would use as you explain to this "client" exactly how her "recommended" diet has changed and why.



## Triarchic Teaching Example: Math

Learning Goals for Activities: Students will understand fraction division. Students will apply their understanding of fraction division.

Creative

Find a new way to teach people what dividing fractions is all about and how it works.

Topic: Dividing Fractions



Analytical

Your friend needs a really clear, step-by- step explanation of how to divide fractions. Please create one!

Practical

Demonstrate how someone at school, home, or in our town uses division of fractions to solve real needs in his or her life. Help us see how and why this person uses fraction division.

Learning Goals for Activities: Students will evaluate the quality of a plot based on clear criteria: a plot should – *be believable, have events that follow a logical and energizing sequence, involve compelling characters, and have a convincing resolution*

Topic: Evaluating Plot

Creative  
Assignment



Practical  
Assignment

Analytical  
Assignment

**Triarchic Teaching Example:  
English**

## **English Creative Assignment**

**Propose an original story you feel has a clear and believable plot structure, a logical sequence of events, compelling characters, and a convincing resolution. You may write it, storyboard it, or make a flow chart of it. Find a way to demonstrate that your story achieves these criteria as well as any others you deem important.**

## **English Analytical Assignment**

- **Select a story that you believe DOES have an effective plot based on these three criteria as well as others you state. Provide specific support from the story for your positions**
- OR**
- **Select a story you believe has an effective plot in spite of the fact that it does NOT meet these criteria. Establish the criteria you believe made the story's plot effective. Make a case, using specific illustrations from the story, that YOUR criteria describe an effective plot**

## **English Practical Assign.**

A local TV station wants to air teen-produced digital videos based on well-known works. Select and storyboard your choice for a video. Be sure your storyboards **AT LEAST** have a clear and believable plot structure, a logical sequence of events, compelling characters and a convincing resolution. Note other criteria on which you feel the plot's effectiveness should also be judged. Make a case that your choice is a winner based on these and the other criteria you state.

## **Social Studies - Immigration**

### *Lesson Objectives*

#### **KNOW**

- Meanings of the metaphors "melting pot," "mosaic," and "salad bowl" as they relate to immigration in America

#### **UNDERSTAND**

- A Metaphor is figure of speech using a word or phrase and applying it to a different idea or thing to represent a similarity between the two.

#### **DO**

- Connect understanding of the metaphors to immigration in America through explanation of change in immigrant assimilation as related to the existing metaphors; create new metaphors to characterize past immigration and present immigration; or apply of the metaphors to evaluation of assimilation in the local community.

***Analytical***

- Analyze how and why the U.S. population has shifted from a melting pot to a salad bowl or mosaic as it has assimilated new immigrants.

***Practical***

- Think of the population of Charlottesville and Albemarle County. Is it better for Charlottesville to assimilate new people to this area like a melting pot or a salad bowl? Defend your position.

***Creative***

- Create a different pair of metaphors to characterize how immigrants assimilated in the past and how they assimilate today. Write an explanation for each or create a visual to depict them.

## Triarchic Teaching (Sternberg) Template

Subject/Grade \_\_\_\_\_

Topic/Concept: \_\_\_\_\_

### LEARNING GOALS- *Students will*

Understand that (Big Idea)

Know (Facts, Definitions, concrete information)

Be Able To (thinking skills, skills of the discipline)

#### ANALYTICAL TASK PROMPTS:

Show the parts of \_\_\_\_\_ and how they work.

Explain why \_\_\_\_\_ works the way it does.

Diagram how \_\_\_\_\_ affects \_\_\_\_\_.

Identify the key parts of \_\_\_\_\_.

Present a step-by-step approach to \_\_\_\_\_.

Analyze/Evaluate/Assess \_\_\_\_\_.

Compare and contrast \_\_\_\_\_ for an audience of \_\_\_\_\_.

Justify/defend the position that \_\_\_\_\_.

#### ANALYTICAL TASK DIRECTIONS:

#### CREATIVE TASK PROMPTS:

Find a new way to show \_\_\_\_\_.

Use unusual materials to explain \_\_\_\_\_.

Use humor to show \_\_\_\_\_.

Invent a new and better way to \_\_\_\_\_.

Make connections between \_\_\_\_\_ and \_\_\_\_\_ to help \_\_\_\_\_ understand \_\_\_\_\_.

Become a \_\_\_\_\_ and use your “new” perspectives help \_\_\_\_\_ think about \_\_\_\_\_.

Create a new \_\_\_\_\_.

Design an approach to/interpretation of \_\_\_\_\_.

Imagine what it would feel like to \_\_\_\_\_.

#### CREATIVE TASK DIRECTIONS:

#### PRACTICAL TASK PROMPTS:

Demonstrate how someone uses \_\_\_\_\_ in his/her life or work.

Show how we could apply \_\_\_\_\_ to solve this real-life problem: \_\_\_\_\_.

Based on your own experience, explain how \_\_\_\_\_ can be used for \_\_\_\_\_.

Here's a problem at school: \_\_\_\_\_.

Using your knowledge of \_\_\_\_\_, develop a plan to address the problem.

Apply or use this lesson in \_\_\_\_\_ to your life [or this situation/context].

#### PRACTICAL TASK DIRECTIONS: